


Medium Term Plan Stars Autumn 2 2025

Topic - How do we celebrate?

<p style="text-align: center;">Personal, social, emotional development</p> <p>Pupils will:</p> <ul style="list-style-type: none"> -begin to give reactions that show they can tell the difference between specific people in school, objects, places and events in their surroundings. -describe feelings e.g. angry, identify things that make us happy and identify different ways of communicating different needs and needs to others. -start to look after their own belongings -self-care, toileting at their level -Names of other adults in the school and what they do e.g. Rita the cook. 	<p style="text-align: center;">Communication and language</p> <p>Attention autism (bucket) activities 4 times a day. Makaton signs taught (please see website for sign of the week) Communication Boards taught at breakfast and snack time and during continuous provision. Individual communication aids used throughout the day e.g., TDSnap. Story and rhyme times. Follow simple instructions. Use transition tickets.</p>	<p style="text-align: center;">High Quality Texts</p> <p>Developing early reading skills</p> <div style="text-align: center;">  </div> <p>Developing early reading skills. Beginning to understand some of the five key concepts about print:</p> <ul style="list-style-type: none"> ● print has meaning ● print can have different purposes ● we read English text left to right and top to bottom ● the names of the different parts of a book ● page sequencing 	<p style="text-align: center;">Physical development</p> <p>Daily use of: sensory circuits, wheelbarrows, spinning cones, blocks and planks, trampette, scooters, trikes, 2-wheeler bikes (balance and pedals).</p> <p>Dance/yoga: Move to music together. Copy movements. Remember movements.</p> <p>PE and Soft Play: Move energetically: running, jumping, hopping. Bilateral co-ordination. Jumping from a platform and landing safely. Developing balance, agility and co-ordination.</p> <p>Fine motor/OT activities daily. Self-care and hand washing. Wrapping presents</p>
<p style="text-align: center;">Understanding the world</p> <p><i>Celebrations around the world.</i> How do we celebrate birthdays, Diwali, Christmas at home or in school? -Aware of and follows familiar routines. <i>Observe the changes from Autumn to winter.</i> -Use senses to explore and observe the things in the immediate environment, anticipating events and developing an understanding of cause and effect (light, dark, sound). -Begin to observe things that change and make simple observations. Comment on what is observed. Computing - Using switches and buttons (in class, books, sensory room). Observing cause and effect and repeating actions.</p>	<p style="text-align: center;">Expressive arts and design</p> <p>Textiles Can thread large beads on a stick, then string and thread pipe cleaners through a colander. Attempts a lacing card with support. Supported to add colour when making play dough and to observe the change. Develop cutting and sticking skills. Decorate textiles, using glue to add items that add colour and detail Able to talk about the feel of different fabrics - hard, soft, smooth etc. Music and cooking: Move whole body in response to music. Combine two objects together to create sound, Use rolling pins and cutters with playdough. Pour liquids from a jug to a bowl.</p>	<p style="text-align: center;">Literacy</p> <p>Listen to a range of stories and nursery rhymes in groups and individually. Phonics - Phase 1 and 2. Name activities. Vocabulary development - Join in with signs and repetitive words and phrases. Mark making and messy play. Gross motor movements. Block building. Jigsaws and inset boards Play activities using props from the stories and rhymes.</p>	<p style="text-align: center;">Maths</p> <p>Focussing on noticing - What do you see and how do you see it? Developing number sense: An understanding of 1-3, showing 1-3 on fingers. Counting songs and rhymes Combining objects e.g., stacking bricks, cups. Filling and emptying. Size and shape - linked to our story. Shape and pattern activities. Time - noticing o'clock times. Experiencing maths talk.</p>
<p>Trips and Visits: Exploring different areas of the school. Local walk - Road safety, using the zebra crossing near to school.</p>			

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